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ABSTRACT

Approved under the Migratory Amendment to the 1965 Elementary and Secondary Education Act's Title I, 10 educational programs, designed to allow flexibility in the placement of children as they progressed, were implemented in Pennsylvania during 1974. The 928 children participating in these migrant programs were identified and recruited by social workers, local ministers, project staffs, and the Pennsylvania Council of Farm Workers. School records were used to identify 5-year migrants (those remaining in the state for 5 years). In many programs, children were grouped by needs; and classrooms were ungraded. Bilingual teachers were employed so that they could identify cultural and social needs. In-service training was conducted by each program for all staff prior to its opening, and weekly staff meetings were held for program development and problem solving. A post-session was held to evaluate the programs. Program evaluation was conducted through weekly visits by 4 monitors and at least one by the assistant coordinator, who used evaluative criteria based on the 11 national goals for migrant education. To varying degrees, the 10 projects met the needs of the participating children. This 1974 report presents the evaluation summaries of the: State, individual projects, 11 national goals for migrant education, and Reading is Fundamental Program. (NQ)

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PENNSYLVANIA MIGRANT EDUCATION 1974 REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ESEA Title I
Fiscal Year 1974

State Annual Evaluation Report for Migrant Programs in Pennsylvania

Prepared by
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Division of Compensatory Programs
Bureau of Special and Compensatory Education
Pennsylvania Department of Education
1975

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INTRODUCTION

The 10 educational programs approved under the Migratory Amendment to Title I of the Elementary and Secondary Education Act of 1965 (P.L. 89-750) were implemented in Pennsylvania during spring, summer and autumn of 1974 for children.

The migrant program was effective as a result of many groups coordinating their services and efforts toward improving educational, social, health and other services for this important work force in our state. The expertise of the supportive services listed in this report was used in the development of the programs.

The project reports are based on weekly visits by the monitors, who used evaluative criteria based on the 11 national goals for migrant education. The writer visited the projects and noted the dedication of the staff in promoting programs based on the needs of the child. The monitors experience and background were a factor in their selection.

William Dallam, Chief of the Division of Compensatory Programs, and E.S.E.A. Title I State Migrant Coordinator Joseph E. Dunn visited projects and helped conduct a program worthy of Pennsylvania's concern for these children.

PART I

STATE SUMMARY

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GENERAL INFORMATION

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GENERAL INFORMATION

CHILDREN SERVED:

A total of 928 children participated in the migrant programs in Pennsylvania in 1974. Social workers, local ministers, project staffs and the Pennsylvania Council of Farm Workers helped identify and recruit children for the projects.

GRADE PLACEMENT:

In the case of five-year migrants (children who remain in the state for five years), school records were used. In many programs children are grouped by needs; and classrooms are ungraded. All programs employ bilingual teachers so that they can identify cultural and social needs. The programs are designed to allow flexibility in the placement of children as they progress during the program.

IN-SERVICE TRAINING:

All programs conducted in-service training for all staff prior to their opening, and weekly staff meetings were held for program development and problem solving. A post-session was held to evaluate the 1974 programs and to prepare for 1975 programs. Several meetings are planned at the state level for past evaluation and to consider recommendations for 1975. A highlight of the in-service programs was the workshops conducted by Nydia Flores, bilingual supervisor who served all programs.

DISSEMINATION:

In general, all programs used local news media in their public relations. Program directors were eager to communicate with the community concerning various activities by their programs. In several projects rapport was developed with the migrant community through student newspapers and bulletins. Materials developed specifically for migrant education are available upon request.

COMMUNITY INVOLVEMENT:

Attempts were made by all project personnel to involve migrant parents in program activities. Most were successful in getting parents to participate, either directly or indirectly. Parents were willing to serve as chaperones on field trips, supervise the playground or participate in school open-houses or family parties. The formation of a parents' advisory board by one program looks very promising.

Every project was also able to obtain volunteer services from the community. Church groups were especially active in offering assistance in various activities.

PROGRAM EFFECTIVENESS:

To varying degrees, the needs of the participating children were met by the 10 projects in the state.

The 11 national goals of migrant education were used in the determination of program effectiveness. All projects were visited each week by monitors who used an evaluation checklist of 159 items tied to the 11 goals. The overwhelming majority of the items represent activities and observations which can be reported as a "yes" or "no."

Information to support program effectiveness, such as letters to home, workshop programs, list of field trips and brochures, were supplied to the monitors.

PROGRAM INTEGRATION:

All programs were specifically designed as summer programs that emphasized instruction that would enhance learning experiences in regular school. In the few projects that had youngsters remaining and attending regular school, solid coordination existed between the summer program and the regular school program in order to allow a smooth transition. Updated records and progress reports were utilized when the transfer took place. Two programs integrated their students with the regular summer school, in special area classes which were not available in their own curriculum.

STAFF UTILIZATION:

Teacher adies were employed to assist teachers in general instructional activities. Their largest number of duties included assisting with individual instruction and tutoring, supervising field trips and playground activities, and general "housekeeping" duties deemed necessary by teachers.

Some projects utilized adult and teenage volunteers from the community who performed such activities as supervising lunch duty, playground and field experiences. Most volunteers were from church organizations; the bulk of the professional instructional staff consisted of teachers. All teachers were certified, and most taught in the areas of their educational specialization. Each program provided staff with administrative leadership, while several employed full-time social workers and counselors. Part-time staff included nurses and home-school visitors. In addition to state-employed consultants and specialists, approximately 45 professionals were employed by projects to implement local and state programs.

NEW PROGRAMS:

All programs were continued from last year, but several instituted new components focusing on such areas as industrial arts, drug and smoking education, computer education and pre-school education.

PROGRAM CRITIQUE:

The major thrust of all projects was the development of language arts, as prescribed in the state plan. Language-experience was emphasized to project individuality and language refinement. The success of the program was due in part to select use of professional staff and their competencies. In all aspects of the program, the welfare and concern for each individual child were exhibited by those involved. Cooperation and coordination to carry out human and academic growth were very evident.

The state instructional plan was supplemented by a bilingual specialist, who proved to be invaluable in in-service training as well as daily in consultation and supervision of the language program. Evaluation monitors conducted ongoing, on-site evaluations of all projects during visitations each week a program was in operation. In addition to checking implementation of the program, evaluators served as the liaison between projects and the State Department of Education.

A second thrust of the program was the upgrading of vocational and career guidance. Many programs ran industrial arts and sewing classes for the students and provided parents opportunities to be involved in these activities.

The field trips and cultural activities carried on by all programs helped develop interaction between children of different cultures. The appreciation of other backgrounds should be beneficial in developing future citizens.

SUPPORTIVE SERVICES:

In addition to the Pennsylvania government agencies which deal with migrant problems, the Catholic Apostolate and the Pennsylvania Council of Churches serve the migrants in many ways.

A. Catholic Apostolate for Migrant Workers: The primary purpose of the apostolate is in the immediate spiritual and regligious care of the Spanish-speaking migrant and his/her family. It renders many other services, such as legal aid, job counseling and placement, language instruction, social and recreational programs, specialized counseling, day care for children and medical and dental care.

B. Pennsylvania Council of Churches: The following statistical report gives an overall report of this group's activities.

.Seventeen areas, serving 24 counties, had active local migrant ministry committees with a cumulative membership of 181 representatives.

.Three hundred or more volunteers participated in the Pennsylvania Migrant Ministry Program.

.Approximately 350 migrant homes were visited by the chaplaincy staff.

.Two hundred seventy-five or more persons were taken to clinics and hospitals by the social agencies.

.Thirty or more showings of motion pictures were supervised by the chaplains in the migrant camps.

.Thousands of Bibles and portions of Scripture were distributed by the chaplains.

.Hundreds of Social Security information booklets were distributed.

.Thousands of health kits, 50 layettes, 30 sewing kits, over 300 blankets and 26 first aid kits were distributed. Three tons or more of clothing were provided or sold in thrift sales through the local committees.

RESPONSIBILITY OF STATE AGENCIES FOR MIGRANT PROGRAMS

This section of the report relates to the responsibilities of the different departments of state government in dealing with the welfare of migrants. The agencies' functions are outlined so that program concerns can be referred accordingly.

DEPARTMENT OF COMMUNITY AFFAIRS

The Department of Community Affairs has, since March 1972, been charged with the responsibility of coordinating services to migrants; and its Secretary Governor's Committee on Migrant Services. DCA is a clearinghouse for alleged abuses of migrant workers, a receiver of complaints regarding violations of state rules and regulations, an expediter in moving state departments to enforce rules and regulations and an advocate for the migrant worker. Information received through the above methods has been, when necessary, transmitted to the Governor's Office for further action.

In addition to working with assigned departmental staff, the Department of Community Affairs has convened two major meetings of cabinet officers to iron out administrative details and problems and to set goals for 1974 and the future. On the whole, other departments have been cooperative.

DEPARTMENT OF EDUCATION

The Department of Education provided educational opportunities for school-aged children during the migrant season. Additionally, local school districts are required by the School Code to enforce school attendance laws that provide that school-age migrant children who are in a district during the normal school year must be enrolled in and attend school in the district in which they are residing. Problems arising from enforcement of this law should be referred to the PDE.

DEPARTMENT OF ENVIRONMENTAL RESOURCES

Summary of Department's Activities in the Migrant Labor Program

October 30, 1974

The Department of Environmental Resources has been involved in migrant labor camp inspection since 1971. The Department of Labor and Industry was responsible for camp licensing until then, and the Department of Environmental Resources performed environmental sanitation inspections and forwarded the results to the Department of Labor and Industry. In November 1972, Reorganization Plan No. 1 of 1972 transferred licensing and inspection of migrant labor camps to the Department of Environmental Resources. Implementation of a complete migrant labor camp program began in the Department of Environmental Resources with staff training and initial inspections of the camps in April 1973. Enforcement was based on existing regulations in the Department of Environmental Resources and on regulations transferred from the Department of Labor and Industry. Major structural changes in the camps were not possible in such a short time, camps were issued operating permits based on achievable compliance with regulations.

In September 1973, migrant labor camp regulations based on minimum federal standards and existing state regulations were adopted by the Environmental Quality Board. A planned enforcement effort was then initiated by the Department of Environmental Resources to bring all camps in the state into complete compliance with these regulations. This program involved staff training and inspection of the camps; notification to farmers of all requirements; meetings with farmers' organizations and individual growers and legislators; interpreting the regulations; amending regulations; reinspections; entering into consent agreements; press conferences; obtaining electrical certification of the camps; suspension of some permits; notification of permit expiration; permitting inspections; issuance of permits; and operations inspections.

One hundred and eight-five permits to operate a migrant labor camp were issued by DER for the 1974 season.

DEPARTMENT OF HEALTH

This year, as in the past, the Migrant Health Project provided these health services to migrant workers and their children: ambulatory medical, dental and eye health services; drugs; patient transportation; nursing; and other allied health services. Hospitalization was provided by the Department of Public Welfare on referral of the Migrant Health Project personnel, who continued to report sanitary conditions in camps to the Department of Environmental Resources, as well as report violations of other state and federal laws to the Department of Community Affairs. On-site visits continued at the camps, and clinical services were made available.

DEPARTMENT OF JUSTICE - ATTORNEY GENERAL'S OFFICE

This year the Department of Justice's Investigation Bureau conducted in-depth investigations of complaints about migrant labor camps. It

checked for violations of state or federal laws and forwarded findings to the responsible agencies for action. Department of Justice personnel were available to advise various departments on how to enforce existing legislation which might not have been applied previously to crew leaders or growers.

DEPARTMENT OF LABOR AND INDUSTRY

The Department of Labor and Industry is responsible for seeing that crew leaders who operate within the Commonwealth obtain a crew leader registration certificate. This year applications were mailed to all farmers who in the past employed crew leaders, with copies of application forms for Pennsylvania crew leader registration and all crew leaders who worked in Pennsylvania during the last two years. Additionally, this year Bureau of Employment Security offices will be asked to contact all crews and groups as soon as possible after they arrive at camps; they will also question crew leaders as to needs and supply information on where necessary services can be obtained. If medical services are needed, the information will be given to the Department of Health.

Under no circumstances this year will a crew leader be registered in Pennsylvania if the camp has not been approved by the Department of Environmental Resources.

DEPARTMENT OF PUBLIC WELFARE

The Pennsylvania Department of Public Welfare funds four migrant day care programs in its central region. The prime sponsors of these contracts are Lutheran Social Services, Southeast Region, York; Lincoln Intermediate Unit #12; Susquehanna University; and Central Susquehanna Intermediate Unit #16.

Approximately 300 children received services during 1974 in centers or family day care homes in eight of Central Region's 24 counties: Adams, Franklin, Cumberland, Columbia, Montour, Union, Northumberland and Snyder.

These include educational, health, dental, social, financial and other emergency services. The program in existence since 1954, is one of the few in the United States and has been successful in meeting the needs of migrant families in Pennsylvania.

DEPARTMENT OF REVENUE

The Department of Revenue's Personal Income Tax Bureau, after receiving a listing of crew leaders operating in Pennsylvania, will contact the crew leaders to review laws and regulations relating to Pennsylvania income tax and provisions for reporting to the Bureau. Field investigators will perform random checks to ascertain adherence to the tax laws and regulations. Crew leaders will be responsible, as will growers, for listing all migrant workers employed on their farms and including workers' Social Security numbers.

STATE POLICE

This year the State Police took on the role of helping the Department of Labor and Industry see that all crew leaders were licensed and that

each one had been fingerprinted before a license was issued. Fingerprinting service was provided at the nearest State Police facility.

A State Police patrol visited each migrant labor camp at least once every 10 days, alert to the possibility that the camp might not be licensed or the crew leader might not hold a valid registration in Pennsylvania, and checking vehicles owned by crew leaders who transported migratory workers.

Finally, the State Policy provided summary reports of their visits to these camps, pointing out unusual circumstances or conditions which were brought to their attention.

DEPARTMENT CONTACT PERSON FOR MIGRANT PROBLEMS

Department of Community Affairs: Catherine A. Madigan - 717/787-8180

Department of Education: Joseph E. Dunn - 717/787-7135

Department of Environmental Resources: Paul McMichael - 717/787-2450

Department of Health: Maria Matalon - 717/787-5982

Department of Justice: William Atkinson - 717/787-5050

Department of Labor and Industry: Herman Peach - 717/787-6537

Department of Public Welfare: Jeffrey Ball - 717/787-1870

Department of Revenue: David Davies - 717/787-8333

Pennsylvania State Police: Michael Donahoe - 717/787-2541

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PART II

INDIVIDUAL PROJECT SUMMARIES

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ABINGTON HEIGHTS SCHOOL DISTRICT
(Lackawanna County)

1. Children served:

Fifty-five children attended the project. This group was identified and recruited by social workers and camp directors.

2. Grade placement:

This is determined by age and standardized and informal inventories.

3. Teacher-pupil ratio:

Five to one.

4. Inter-relationship with regular Title I program:

The students enter a regular Title I program in the fall. Therefore, progress reports and other records are accessible to the local school.

5. Coordination with other programs:

There has been coodination with Medicare, Public Assistance, Department of Public Welfare, Federal Lunch Program, the Visiting Nurses Association and the Pennsylvania Department of Health.

6. In-Service Training:

The program began on July 22, 1974, with a week-long in-service program which included:

a. A presentation on bilingual education (English as a second language), and the functioning of the new "Reading is Fundamental" program by Nydia E. Flores, a migrant specialist from the Bilingual Center in New Holland, Pennsylvania.

b. An explanation of the improved Record Transfer System by Ron DeCanio from the Pennsylvania Council of Farm Workers.

c. Planning for, and an explanation of, new additions to the program for this year:

Saturday field trips
Movement education
Home economics
Night-time recreation
Bilingual education

d. The planning of field trips and other special activities.

e. The writing of objectives for this year's program.

f. Familiarization with new learning materials.

g. The preparation of classrooms.

h. Ordering of Regional Instructional Materials Center (R.I.M.C.) films, etc.

7. Non ublic School Participation: None

8. Dissemination:

Social workers did much to spread news of the project to interested parties. News articles also appeared in the local papers.

9. Community Involvement and Cultural Activities:

a. Field trips to:

Ghost Town in the Glen
Lackawanna State Park
A local movie theater
Nay Aug Park
Memory Town

b. Mothers were invited to a tea, where the program was explained.

c. Children ate in restaurants while on field trips.

d. An instructional swim program was held two afternoons per week.

e. A recreational swim program was held two nights per week.

f. Movies, basketball, soccer, etc. at an evening recreational program twice per week.

g. Instruction to children in the preparation of ethnic foods.

10. Program Effectiveness:

This project received an overall rating of 92 per cent (an increase of 13 per cent over 1973) in terms of meeting the national migrant goals. Six of the goals - providing communication skills, kindergarten experience programs in the academic disciplines, group interaction skills, records and increasing staff awareness were judged 100 per cent. Other new facets of the 1974 program were bilingual education, movement education, home economics and Medical Care.

11. Staff Utilization:

Due to fewer migrants in the area this year, the staff was placed on stand-by and called in on a needs basis. A ratio of five students for each classroom instructor was adhered to.

Teacher performance was excellent. Considerable effort was placed on the planning of lessons, decoration of classrooms and instruction of students.

12. Program Critique:

This aspect of the program was quite satisfactory. The children were grouped for instruction according to pre-school, primary and intermediate levels. The hours were from 8:00 a.m. to 4:00 p.m. six days a week. Materials were used to emphasize individualized instruction in language arts, arithmetic, social studies, personal hygiene and health, physical education, music and art.

CENTENNIAL SCHOOL DISTRICT
(Bucks County)

1. Children served:

Two hundred twenty-six children participated in the program. The children were identified and recruited by social workers and staff who made home visits.

2. Grade placement:

The placement of the children was determined from previous testing, academic records and informal teacher assessment.

3. Teacher-pupil ratio:

One to eight.

4. Inter-relationship with regular Title I Program:

The children who remain in the district participate in the year-round Title I program.

5. Coordination with other programs:

There was cooperation with the Head Start Program. Aides were provided by the Bucks County Summer Youth Program, formerly known as the Neighborhood Youth Corps. The Federal Lunch Program was used.

6. In-Service training:

A three-day in-service workshop prior to the opening of the summer school was held on July 1, 2 and 3. The Reading is Fundamental Program was presented. The Boehm Test of Basic Concepts was discussed and evaluated. Team teaching, materials, facilities and the problems of the migrant child were covered. Joseph Dunn, coordinator of migrant education from the Department of Education presented an overview of the goals of migrant education.

7. Non Public School Participation: None

8. Dissemination:

Since the program was in its fourth year, it was well known throughout the district. Posters were displayed and letters in Spanish were sent to the parents. Social workers then contacted each family. News articles described the program's activities.

9. Community involvement:

Parents served as teacher aides and chaperones for field trips and helped plan and prepare meals. Other activities involving the parents were picnics, bilingual education, filial therapy and industrial arts. The program coordinated their activities with the school district.

10. Program effectiveness:

In rating the effectiveness of this program in terms of the migrant goals, it achieved an overall rating of 92 per cent, an increase of 16 per cent over 1973. It was judged very effective in the following goals: communication skills, pre-school and kindergarten experiences, academic disciplines, self-concept and interaction skills and vocational orientation.

Pre-testing and post-testing were conducted in basic concepts. Results will be evaluated at the state level. This program related its academic training to many fields of endeavor, including a variety of learning experiences to suit different interests. Class instruction was correlated with background and culture. Achievement was high in learning basic skills and concepts.

11. Special Areas:

The children were involved in such special programs as appreciation of other cultures, industrial arts, sewing, music, physical education, food preparation, and many more areas to broaden their vocational and social background. The cultural experiences and appreciation derived from the following field trips should contribute to their character and social well being.

Boat Ride on the Delaware (Good Ship Lollypop)	
Washington Crossing	Farm
Children's Repertory Theatre	Coal Mine
Valley Forge Music Fair	Philadelphia Zoo
Museum of Natural History	Picnics
New Hope Railroad Ride	Doylestown Airport
Franklin Institute	

12. Construction Equipment: None

13. Program Integration:

There is cooperation with the local school if some children remain for the fall term. Records are forwarded to local schools. Program coordinates activities with Title VII Bilingual Education.

14. Staff Utilization:

Twenty teachers were employed including some who were bilingual, to provide instruction. They were assisted by 28 aides, some volunteers and some from the neighborhood youth corps. The aides were responsible for the preparation of materials, housekeeping duties and being chaperones on field trips. Social workers and counselors also were a part of the staff.

15. New Programs:

These were continued from 1973:

1. Bilingual parent education

2. Open space concept

3. Additional preschool class

4. Filial therapy

5. Expansion of cultural programs

16. Program Critique:

The program included experiences which helped the children achieve success academically and socially. The vocational experience developed their awareness of different careers. The cultural program helped them appreciate their own culture and created a desire to learn about others.

Parent involvement helped make parents aware of their responsibilities.

The majority of the staff was bilingual and highly sensitive to the children and their needs.

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
(Columbia, Montour, Northumberland, Snyder and Union Counties)

1. Children Served:

Twenty-five children were enrolled in the project. The language development consultant visited the camps and county nurses aided in identifying the migrant children

2. Grade Placement:

The children were placed according to the results of the Boehm Basic Concept Test and age.

3. Teacher-Pupil Ratio:

One to five.

4. Inter-Relationsip with Regular Title I Program:

An inter-relationship existed to this extent: There was consultation with the regular Title I teachers.

5. Coordination with Other Programs:

This project availed itself of help from the following: Title VII Program through Dr. K. Littel of Bucknell University, the Pennsylvania Department of Health, the Federal Lunch Program, the Day Care Program, the Visiting Nurses Association, the Bureau of Public Assistance, the Department of Public Welfare and Environmental Resources Control.

6. In-Service Training:

A two-day in-service program was held to deal with needs, materials, the program's objectives and policies. The background of migrant culture and specific differences in language and life styles were also discussed.

7. Non-Public School Participation: None

8. Dissemination:

There was local newspaper coverage and social workers, the language development consultant and teachers made several visits to migrant families.

9. Community Involvement:

The parents volunteered to help in whatever way they could. The crew leaders also became involved in what was being done.

The local migrant ministry and the Susquehanna Valley Association for the Blind have continued their help as in the past.

10. Program Effectiveness:

This project received high effectiveness ratings in nearly all the major goals of migrant education.

Academic Achievement

The Boehm Basic Test of Concepts was used for both pre-tests and post-tests.

11. Special areas:

Sewing and cooking classes were offered.

12. Construction equipment: None

13. Program Integration:

The program operates for only the summer months. A report of the progress made and other pertinent information are available to the schools which the children attend in the fall.

14. Staff Utilization:

Three full-time and two part-time certified teacners and a teacher's aide were employed. The aide helped select and prepare materials.

15. New Programs:

A program was offered in drugs and venereal diseases.

16. Program Critique:

Conducting this program in the evening, a strong point of the project, has been carefully developed. These children would otherwise have been prevented from attending classes by family obligations.

The well selected staff is certainly deserving of high recommendation.

CHESTER COUNTY INTERMEDIATE UNIT
(Chester County)

1. Children Served:

One hundred and forty-two children were enrolled. Children were identified by the local school districts, personal recruitment, Chester County Department of Health and Welfare, Spanish Community of Kennett Square, and a local minister.

2. Grade Placement:

In general, the children were grouped by age, though a great deal of flexibility was taken into account for individual differences.

3. Pupil-Teacher Ratio:

One to six. This figure is a result of including the total instructional staff.

4. Inter-Relationship with Regular Title I Programs: None

5. Coordination with Other Programs:

Several of the aides are from the Neighborhood Youth Corp. There has been coordination with the Tick Tock Day Care Center in the realm of migrant identification. Follow-up referrals are made to Public Assistance officials.

6. In-Service Training:

A two-day in-service program mainly involved resource people in the area of language development, in-service on the Reading is Fundamental Program. Staff members from the intermediate unit and the Kennett Square schools spoke on selected topics.

7. Non-Public School Participation:

There were three participants from non-public schools.

8. Dissemination:

Dissemination was mainly through local school districts, the Community Center, Chester County Health Department, and the day care center. In addition there was an article in the local newspaper and a district newsletter on the migrant project in general.

9. Community Involvement:

The Migrant Ministry, through Reverend Theodus Clark, was actively involved in the program. Lebert Logan was responsible for involving the Lion's Club. The Neighborhood Youth Corp. was actively involved. In addition, the children had the use of the community dental facilities. Use of two private swimming pools was obtained. Parents were invited to participate.

10. Program Effectiveness:

This program is very effective and received a very high rating in most of the goals of migrant education. More agencies should have been involved in the planning process, such as the Department of Health and the Department of Public Welfare. This program has very well earned its 91 per cent effectiveness.

Academic Achievement

This project enrolled 142 children from June 26 to August 7, 1974. The standardized test used was the Boehm Test of Basic Concepts, in addition to some teacher-made instruments. Results of the Boehm, both pre-tests and post-tests, have been sent to the state coordinator of testing for computation and analysis.

11. Cultural Experiences & Field Trips:

Strasburg Railroad	Cultural Loop (Philadelphia)
Museum of Natural History	Philadelphia Zoo
Local Bank	Franklin Mint
Post Office	Hewlitt Packard Company
Fire Company	Wilmington Zoo
Daily Local News	Brandywine Park
Court House	Lenape Amusement Park
Moviehouse	Wax Museum

12. Construction-Equipment:

The project purhcased the following equipment:

a. 6 overheads (projectors)
b. 5 tape recorders
c. 4 record players
d. 3 TVs (videotaping)
e. 3 mobile tables
f. 2 slide projectors
g. 1 Audio-Flash Reader

Total Cost: Approximately $3,000

13. Program Integration:

There is no integration with regular summer school. However, the records of children who continue to live in the area are sent to local school districts.

14. Staff Utilization:

The following is a specific breakdown of this project's staff:

a. Director
b. Two head teachers function in the areas of demonstration lessons, supervision and small-group or remedial instruction.
c. Ten teachers
d. One nurse
e. Fifteen aides
f. Three speech-hearing staff (not salaried out of migrant funds)
g. Four neighborhood Youth Corp workers

The following breaks down teacher and aide use:

a. Kindergarten - 1 teacher, 3 aides
b. First grade - 1 teacher, 2 aides
c. First and Second grades - 1 teacher, 2 aides
d. Third and Fourth grades - 1 teacher, 2 aides
e. Fourth grade - 1 teacher, 1 aide
f. Fifth grade - 1 teacher, 1 aide
g. Fifth and Sixth grades - 1 teacher, 1 aide
h. Seventh and Eighth grades - 2 teachers, 2 aides
i. Physical Education - 1 teacher, 1 aide

Swimming - 50 per cent instruction, 50 per cent recreation. Teachers and aides are required to be in the water supervising their classes.

15. New Programs:

None. However, the language arts program has been significantly upgraded.

16. Program Critique:

This particular project is very strong in the following areas:

a. Academics
b. Cultural aspects
c. Medical attention
d. Individual therapy
e. Transportation

My personal observation reflects the strong academic instruction being given the students at this site. In addition, cultural aspects are promoted in accord with the academic instruction. In the medical area, this is the first year for a full-time nurse, and, of course, the results are very positive. Individual therapy, given in the speech-hearing area, is especially significant since it reinforces communication skills in general. Finally, transportation - this may seem minor, however, this project is one of the few which hold their buses and drivers on site. This adds flexibility to the project.

Perhaps one of the greatest weaknesses is outside interference, like observation by outside groups. Another significant problem is the lack of involvement by the parents and Spanish community. There needs to be more involvement in career areas, especially for the older children.

Recommendations for the future - There is a definite need for more parental-Spanish involvement. Planning should take place in the near future for the addition of a career opportunities aspect of the academic program. Two Spanish-speaking caseworkers should be hired to act as liaison with the community. The duties of the two head teachers should include everything they presently do with limitations on administrative involvement and more time spent on instruction.

LINCOLN INTERMEDIATE UNIT
(Adams, Franklin Counties)

1. Children Served:

A total of 196 children were enrolled in the project at two locations in Adams County and one in Franklin County. Social workers visited over 100 camps to recruit the children.

2. Grade Placement:

The children were grouped according to age, ability, participation in class, tests and maturity.

3. Teacher-Pupil Ratio:

Approximately one to eight.

4. Inter-Relationship with Title I Program:

When the fall term began, there was integration with the Title I program officials.

5. Coordination with Other Programs:

The Department of Public Welfare contracts with the Lincoln Intermediate Unit for the operation of a preschool program for children ages 3-5 in Adams County. This program coordinates its services with the regular project at Bendersville.

Social workers were provided by the Department of Public Welfare. An initial meeting conducted by the project director involved representatives of the Department of Health, Department of Public Welfare, the Council of Churches, the Infant Migrant Welfare Program, all of whom helped. Good use was made of the Federal Lunch Program.

The Bureau of Public Assistance, the Day Care Program and the Visiting county nurses cooperated with the migrant project.

6. In-Service Training:

A four-day workshop was held prior to summer school, with state and local agencies presenting their responsibilities to the project. Testing procedures were discussed. As there has been an increase in the number of Spanish-speaking migrants, one day was spent on bilingual education. Curriculum studies and planning of activities played a major role in the in-service training.

Mini-workshops involving all personnel were held weekly during the program.

7. Non-Public School Participation: None

8. Dissemination:

Articles concerning the program appeared in local newspapers. A slide presentation was given to local groups either by the director or other staff members.

9. Community Involvement:

Several parents showed interest in classroom activities. The social workers maintained close contact with most parents through frequent visits to the camps. The parents were informed of their children's activities and progress and an open house was held. It was noted that parents have little free time for greater participation.

Church organizations have been helpful.

10. Program Effectiveness:

Serving 197 children from four cultures: Mexican-American, Puerto Rican, black and white, this program received a very high rating in all of the goals of migrant education. The increase in the number of bilingual teachers helped erase the language gap.

Academic Achievement

The Boehm Test of Basic Concepts was used as a pre-test and post-test. The results indicated growth in the understanding and development of basic concepts. Other tests given by the teachers indicated more than average achievements.

11. Special Areas:

Industrial arts and sewing classes were offered on an elementary level to the children.

The following field trips and cultural activities helped to enrich the backgrounds of the different cultural groups:

Adams County Field Trips

Caledonia State Park
Gettysburg Post Office
Gettysburg National Bank
Gettysburg Firehouse
Fish Culture Station
Hickory Bridge Farms
Movie - Old Yeller
Gettysburg Game Park
Smithsonian Institute
Utz Potato Chip Factory
Fantasyland
McDonald's and Lincoln Train Museum
Mason Dixon Dairy
Swimming
Mt. Holly Candy, Pa. Dutch Candy
International Village - Boat Ride
Boiling Springs Zoo
Buchannan Valley Historical Church
Gettysburg National Military Park

Franklin County Field Trips

Restaurant
Firehouse
Dairy
Newspaper
Post Office
Bowling
Overnight Camping
East Broadtop Railroad
Catoctin Mountain Zoo
Letterkenny Army Depot
Swimming

12. Construction-Equipment: None

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13. Program Integration:

All information about a child is transferred to the local school. Tutorial help is available for children in public schools.

14. Staff Utilization:

Certified teachers planned and implemented the instruction of the children, assisted by aides. The latter played a very important role whenever small groups of children were formed. They also provided special help to a child in a particular field. They sat with the children during meals and helped them improve their table manners.

15. New Programs and Expansion of Previous Programs:

a. Increase of black literature.
b. More extensive medical examinations.
c. Expansion of sex education.
d. Expansion of the drug and alcohol program.

16. Program Critique:

The entire staff from the Lincoln Intermediate Unit Summer Migrant Project is to be commended for several new programs which were successful this past summer:

a. A vocational education program, designed to give the children an opportunity to learn the fundamentals of toolwork and housekeeping.

b. Bilingual education, which provided Spanish-speaking children the opportunity to pursue reading, writing and speaking in Spanish.

c. An evening camp-out, which provided the children the opportunity to experience individual responsibility and group cooperation.

Excellent care was provided for each child. Medical, dental and nutritional care were most evident. The activities designed to increase the child's social growth were probably the strongest point of the program. Almost every aspect of social interaction was touched upon in the Lincoln Intermediate Unit project.

The staff is to be commended for its adjustment to the increase in student enrollment. More classes were created, thus causing an increase in staff and the number of classrooms. Throughout the summer, the staff was well organized and creative.

MILLERSVILLE STATE COLLEGE
(Lancaster, Berks Counties)

1. Children Served:

Twenty-three children were enrolled in the project, though the number participating fluctuated. At the end of the project there were 23 children participating. Children were identified as migrants through the personal home visits of the staff, in addition to help given by the Reading YMCA.

2. Grade Placement:

Children are grouped by chronological age, though there was a great deal of flexibility for movements between groups. Additional provisions are made for individual differences. The open classroom concept is used.

3. Pupil-Teacher Ratio:

One to 23.

4. Inter-Relationship with Regular Title I Programs: None

5. Coordination with Other Programs:

There is direct involvement with the Reading YMCA and Millersville State College. In addition, there is lesser involvement with the Neighborhood Youth Corp (aides); Public Assistance (referrals); the Pennsylvania Department of Health (vision and hearing screening); the Department of Public Welfare; Manpower Inc.; the Human Relations Council; and the Association for the Blind.

6. In-Service Training:

There was one week of in-service. Basically it centered on the application of last year's program. Since staff is the same as last year's, the lengthy in-service conducted in the past was not needed.

7. Non-Public School Participation: None

8. Dissemination:

Dissemination was primarily through personal contact. The director and staff individually visited families and labor camps and spoke to work leaders about migrants under their supervision. During the operation of the project publicity was once again furnished through personal contact. However a new questionnaire being developed to announce the Spanish program will be sent directly to the parents. In addition, there was the possibility that the head teacher would appear on Channel 5, Reading, to discuss the program.

9. Community Involvement:

Parents are involved in field trips, cooking and a fiesta. The project is always open to input from the community. There has also

been involvement from community volunteers, four or five at various times. In addition the Reading YMCA, church groups and some professional organizations have been actively involved, along with a local textile plan providing clothing.

10. Program Effectiveness:

This program was very effective, excelling in most categories of the goals for migrant education. There could be more involvement by related agencies. The contents of the report reflect the overall success of this program.

Academic Achievement

The project had enrolled 20 children from July 8 to August 16, 1974. It should be pointed out that this project applied for a three-week extension, which was granted. The standardized tests used were the Boehm Test of Basic Concepts, and, with selected students, the Peabody Picture Vocabulary Test.. Results of the Boehm, both pre-test and post-test, have been sent to the state coordinator of testing for computation and analysis.

11. Special Areas and Cultural Experiences:

Field Trips

Reading Phillies baseball game
Field trip with the community and church
Nature hike at Kutztown State College
Swimming trips at the Reading YMCA
Reading City visitation
Picnic at Millersville State College
Philadelphia Zoo

12. Construction-Equipment:

None. It should be pointed out that any expenditures involving construction or equipment purchased were handled by the Reading YMCA or Millersville State College.

13. Program Integration:

This project is integrated with the Millersville Summer Happening. In addition, there is cooperation with the local school systems.

14. Staff Utilization:

The following is a specific breakdown of this project's staff.

a. Director, who also functions as counselor.
b. Head teacher
c. Three aides - one is paid by another source. The aides are outstanding.
c. One liaison person - a daily community volunteer.

Since the open classroom concept is employed, there is no need for a breakdown by levels.

15. New Programs: None

16. Program Critique:

This program's strong points are many. There is strong personal contact between the staff and the families. The academics are capably handled and community involvement is a high point of the program. Supportive service (food, etc.) is excellent. Perhaps another strong point is the staff's ability to do so much with limited resources.

One of the problems with the project is the lack of money. The director and head teacher "dig" in their own pockets to pay for items because the budget could not stand any more of a strain. Another problem is the high pupil-teacher ratio: one to three.

MONTGOMERY COUNTY INTERMEDIATE UNIT
(Montgomery County)
Cheyney State College
Cheyney, Pennsylvania

1. Children Served:

The project served 50 children. Identification was done by the Chester Upland School District. The guidance counselor and the staff recruited the children.

2. Grade Placement:

Grade placement was determined through testing, chronological age and language fluency. The Boehm Test of Basic Concepts was administered to pupils the first two days of the program. Those children showing eight or more concepts to be worked on were placed in two groups, English-speaking and Spanish-speaking. Children, aged 12, 13, 14, 15, were placed in a separate group. Children speaking little or no English were placed in a group to work on language development.

3. Teacher-Pupil Ratio:

A. Fifteen pupils per teacher.
B. The curriculum changes included a bilingual approach in one group comprised mainly of Puerto Rican youths. Two other groups were preparing children for the Boehm Test of Basic Concepts (BTBC), Form B. Cheyney was one of three control groups in the state for the BTBC. As such, children were instructed directly for the BTBC.

4. Inter Relationship with Regular Title I Program: None

5. Coordination with Other Programs:

Cheyney State College offered valuable assistance with the tutorial program. West Chester State College provided an intern in guidance and counseling.

6. In-Service Training:

A two-day pre-service program was conducted for the staff. At the first session Orva Webb, Central Susquehanna Intermediate Unit, explained the Boehm Test Basic Concepts and its administration along with teaching of lessons as a follow-up to missed items on the test. Nydia Flores, Bilingual Education Center, New Holland, Pennsylvania, explained the Reading is Fundamental (RIF) program and had the staff review books from the Reading is Fundamental program. In addition, Ms. Flores talked on bilingual education.

7. Nonpublic School Participation: None

8. Dissemination:

Curriculum guides and program data were sent to Harrisburg, Montgomery County Intermediate Unit and Cheyney State College. In addition, pertinent information relative to testing and Reading is Fundamental were sent to those involved.

A weekly bulletin, sent home with each child, listed the schedule of events for the coming week as well as some writings of the groups.

9. Community Involvement:

Parents were used as chaperones on various cultural trips throughout the program. Parents acted as monitors at bus stops in the mornings.

Parental ideas and suggestions were always welcomed. Parents visiting the program were always asked for their suggestions for the program.

Volunteer help was used in the program. West Chester youth helped operate the swimming program as well as other cultural events. The tutors represent volunteer help during the academic portion of the program.

10. Program Effectiveness:

In evaluating this program against the ESEA Title I Migrant Criteria, the project received an overall rating of 76.4 per cent or an increase of more than 20 per cent over the 1973 evaluation. One hundred per cent effectiveness was achieved in number 1, 2 and 11.

Efforts should be made to improve item 5 by providing pre-vocational and vocational training. This program, although lacking in several areas of the criteria, provides a great resource for basic education. The dedication of the staff makes it a very worthwhile program.

11. Cultural Enrichment:

Since the Summer School Project was to help children develop communication skills, trips were provided so that the children would have experiences to speak and write about. Experiences included Music Fair, Valley Forge Park, boat ride on the Delaware River, day camp, Longhorn Restaurant and the Log Cabin Restaurant and Brandywine Battlefield. Talks on historic sites were given to the children.

12. Construction-Equipment: None

13. Program Integration:

The integration of the migrant program with the regular school program is effected only through the Migrant Record Transfer Form and the visits of officials from the sending school district.

14. Staff Utilization:

All of the staff for the 1974 migrant program has teaching experience, except one who has a strong background in Spanish. The staff was directed by Charles E. Songster, who directed the migrant program. Daniel Clater, as the guidance counselor and social worker, identified the children and made home visits to each. He also rode the bus daily to and from Cheyney State College. Ben Capacio was head teacher; serving under him were Carol Thompson, Derrel Blalock and Peggy Schmitt, who served as the Spanish-speaking person.

15. New Programs:

Innovations in the 1974 migrant program at Cheyney State would be the Reading is Fundamental Program. Children were given books to

take home, read and keep for themselves. Their readings were shared in class groups from time to time. Nydia Flores coordinated the program for the state and did an excellent job; and the teaching staff coordinated the book distribution to children.

16. Program Critique:

The sixth Migrant Summer School was again successful. The staff worked very well together and with the children. The identified goals of the program were met. The tutorial program drew acclaim by visitors to the project and is well received by the college, the staff and the children as well as the tutors. The tutoring program by students in curriculum methods and materials gives the migrant program a direct tie-in with the Cheyney State College summer school program.

MORAVIAN COLLEGE
(Lehigh, Northampton, Monroe Counties)

1. Children Served:

The 67 children enrolled were identified and recruited through the efforts of the community liaison representative.

2. Grade Placement:

Grade placement was determined by interviews and early class work.

3. Teacher-Pupil Ratio:

The ratio was one to eight.

4. Inter-Relationship with Regular Title I Programs: None

5. In-Service Training:

A two-day orientation was held prior to the opening of the program. Films, use of materials and program planning were the main topics of the in-service. Teachers and directors met daily to evaluate daily programs and to plan future activities.

6. Nonpublic School Participation: None

7. Dissemination:

A close check was maintained on the influx of new migrant workers to the area. Families with children were then contacted personally; there was also newspaper publicity.

8. Community Involvement:

The parents were visited by the family social worker, who also conducted group discussions. The parents were invited to go on the field trips.

Volunteers from local churches rendered valuable assistance to the project.

9. Program Effectiveness:

This program, very effective in meeting the national goals of migrant education, was judged 100 per cent effective in six of the goals. More emphasis should be placed on prevocational training. The Reading is Fundamental program contributed to the reading program.

Academic Achievement

Sixty-seven children, all black, were involved in this project for 20 class days. Teacher Diagnostic Evaluations indicate that the children gained in the basic skills.

10. Special Areas:

Industrial arts and homemaking programs played an important role. Cultural activities and field trips helped the children appreciate their culture and gave them an insight into other activities.

Field Trips

Great Adventure Park, N.J.	Lehigh Shopping Center
Quiet Valley Farms	Summer Theatre
Rafting trip	Hiking
Super market	Restaurant
Swimming	

11. Construction-Equipment: None

12. Program Integration:

There is cooperation with local schools which the children attend in the fall, although this program is strictly a summer one.

13. Staff Utilization:

Six certified teachers and eight aides are employed. The aides assisted the teachers with small group instruction, recess and field trips.

14. New Programs:

This year health education, industrial arts and home economics were offered to the children.

15. Program Critique:

The staff is to be complemented for their dedication. The boys and girls are recognized for their worth and individual differences. The cultural and social background of the children play a great part in the basic instruction.

The program is held at a church; therefore, it does not have some of the physical advantages of programs held in public schools.

WEST CHESTER AREA SCHOOL DISTRICT
(Chester County)

1. Children Served:

One hundred and forty-five children were enrolled, 120 from West Chester and the remainder from Phoenixville. Children were identified as migrants by caseworkers, teachers, Chester County Cares, Public Welfare, Children Service, etc.

2. Grade Placement:

Children are grouped by chronological age, with some flexibility for individual differences. There are six levels (K-E) with instruction in two languages.

3. Pupil-Teacher Ratio:

One to 13.

4. Inter-Relationship with Regular Title I Program: None

5. Coordination with Other Programs:

There is a total integration with the Title I Migrant Program and the Title VII Bilingual Program. The Bilingual Program is an ongoing school program. Many of the native Puerto Rican teachers employed in the migrant program this summer are regularly employed during the school year by the Title VII Bilingual Program.

6. In-Service Training:

Three days of in-service were held. Some of the topics under discussion were individual reading and math, organizational methods, schedules, organization ot teams, etc. Resource people were mostly school district employees. In addition to this in-service there will be ongoing in-service every day of the project for two hours. Some of the topics scheduled are methodology, grouping, Puerto Rican culture, etc.

7. Nonpublic School Participation:

There are 15 participants from a local parochial school.

8. Dissemination:

There was no formal announcement. Dissemination primarily took the form of personal contact with teachers and caseworkers. Publicity was a word-of-mouth thing. During the course of the project there was an article in the local newspaper, and there is the possibility of the development of a brochure in the future.

9. Community Involvement:

This year parents were involved very little. Some have assisted in field trips, and some of the Perto Rican women have prepared lunch

for the project. Other than that, they have a standing invitation to participate, but there is very little of that. A blow to the project was the elimination of the fiesta at the end of the program. In years past, almost the entire migrant community would be involved in this.

It should be pointed out that even though the parents were not as involved as they should have been, there was involvement from other groups. The Neighborhood Youth Corps provided 10 aides. Referrals are made to Public Assistance for medical needs and to the Pennsylvania Department of Health for reactions to the Tine test. There is involvement with the Federal Lunch Program, West Chester Area Day Care and the Visiting Nurses Association. In addition, the project has had cooperation from the telephone company, the police department and West Chester State College.

10. Program Effectiveness:

This program was very effective as all categories maintained the fine showing of 1973. Category VI and X of the goals of migrant education should be improved. More state and local agencies should be involved in the planning; and improved home school coordination would help improve the effectiveness of the program.

Academic Achievement

The West Chester project involved 145 children from July 1 to August 9, 1974. The standardized test used was the Boehm Test Basic Concepts, in addition to some teacher-made instruments. Results of the Boehm, both pre-test and post-test, have been sent to the state coordinator of testing for computation and analysis.

11. Special Areas and Cultural Experiences:

Separate art and music teachers were hired to handle fine arts. The following field trips were taken.

Franklin Institute	Valley Forge Music Fair
Japanese tea house	Valley Forge Park
Amish farm	Academy of Natural Sciences
Strausburg Railroad	Dutch Wonderland
Pretzel factory	Hershey Park

12. Construction-Equipment:

A Pacer Recorder was purchased at an approximate cost of $420.

13. Program Integration:

There is no integration with the regular summer school. However, there is close coordination with the local district, especially the Title VII Bilingual Program. Transfer sheets are provided to the Title VII Program.

14. Staff Utilization:

The following is a specific breakdown of this project's staff.

a. Director
b. Assistant Director
c. 14 teachers
d. 3 Special Teachers
e. Swimming Instructor
f. Nurse
g. Caseworker
h. Secretary
i. 4 Instructional Aides
j. 10 Student Aides (Youth Corp.)
k. 4 Swimming Aides

The following is a breakdown by level of the teachers and aides.

a. Kindergarten - 1 teacher, 1 adult aide, 1 student aide
b. 1st Grade - 3 teachers, 1 adult aide, 1 student aide
c. 2nd Grade - 3 teachers, 1 adult aide, 1 student aide
d. 3rd Grade - 3 teachers, 1 adult aide, 1 student aide
e. 4th and 5th Grade - 2 teachers, 2 adult aides, 1 student aide
f. 5th thru 9th Grade - 2 teachers, 1 adult aide, 1 student aide
g. Computer Terminals - 1 adult aide
h. Physical Education - 1 teacher, 2 student aides
i. Art - 1 teacher, 1 student aide
j. Music - 1 part-time teacher
k. Swimming - 1 instructor, 4 student aides

Note: If the breakdown by level does not correspond with the breakdown of project staff this is because some of the aides in the level breakdown are being paid from Title VII funds.

15. New Programs: None

16. Program Critique:

The following are some of this project's strong points.

a. The whole academic area
b. The largely bilingual staff (many native Puerto Ricans)
c. Computer terminals
d. Field trips
e. Excellent physical education program
f. Music and art
g. Dual administration
h. Team concepts
i. Medical area
j. All supportive services (meals, swimming, etc.)

The following are the weak points of this project.

1. Integration of Title I and Title VII. The problem here is that the Title I children suffered at the expense of the bilingual children. In my own observations,and also from talking with many of the staff members, I got the impression that the project was used as a proving ground for Title VII curricula and planning.

2. Not enough teacher time. With the daily in-service sessions, teachers had no time after school to devote to daily planning.

3. Absence of the community. As stated previously, the elimination of the fiesta at the end of the program was a blow.

4. Too much interference from outside consultants and professionals, there was much interference from the Title VII part of the program with consultants and resource people from New York, etc.

Recommendations for the Future - There should be a separation of the Title VII Bilingual Program from the Title I Migrant Program for at least one year. If at the end of that year it was felt that combining the two programs benefit the children more, then we can return to a setup similar to this year's, with some major modifications. At least by doing things this way they can then compare what the project is like with Title VII involvement and what it is like without. At present, however, it is not working as well as it should.

There needs to be more community involvement. The fiesta should be reinstated in all future projects

PART III

STATE SUMMARY OF NATIONAL GOALS FOR MIGRANT EDUCATION

0043

OBJECTIVE I: PROVIDE EACH MIGRANT CHILD THE OPPORTUNITY TO IMPROVE COMMUNICATION SKILLS NECESSARY FOR VARYING SITUATIONS.

In evaluating this objective, the monitors rated all programs above 95 per cent effective. The increase of the bilingual staff to meet the needs of the Spanish-speaking children was expanded. The Boehm Test of Basic Concepts was given at the beginning of the program and at the end, but results have not been tabulated for the state. Individual programs did report improvement of the concepts at the end of the program. Children were encouraged to take part in role playing, dramatizations, open discussion and choral speaking. Certified teachers and dedicated aides used group dynamics to help the children communicate freely and willingly. Some monitors felt there was a need for improving communication skills in students.

OBJECTIVE II: PROVIDE THE MIGRANT CHILD PRESCHOOL KINDERGARTEN EXPERIENCES, GEARED TO HIS/HER PSYCHOLOGICAL DEVELOPMENT, THAT WILL PREPARE HIM/HER TO FUNCTION SUCCESSFULLY.

All projects demonstrated an excellent approach in meeting this goal and achieved above 95 per cent rating on the twelve criteria. Involvement in worthwhile experiences helped the children identify with their peers. Group responsibilities and the use of manipulative devices contributed to the learning of basic concepts. All migrant staffs, by praise and affection, fostered self-concept and self-image. All programs could benefit from psychological help for the student so that teachers could have a better understanding of the children.

OBJECTIVE III: PROVIDE SPECIALLY DESIGNED PROGRAMS IN THE ACADEMIC DISCIPLINES (LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES AND OTHER ACADEMIC ENDEAVORS THAT WILL INCREASE THE MIGRANT CHILD'S CAPABILITIES TO FUNCTION AT A LEVEL CONCOMITANT WITH HIS/HER POTENTIAL.

All programs made a real effort to meet this goal by providing programs that were related to the pupil's academic, social and cultural background. Group instruction was utilized as much as possible. Individual instruction met the needs of children who were unable to benefit in larger groups. Learning experiences, such as food preparation after studying about certain fruits and vegetables, was a part of the curriculum. Field trips related to historical events and other cultural aspects helped make the learning experience come alive. Teacher aides helped with remedial teaching and the preparation of materials. All projects received a very high rating in meeting the criteria of this goal.

OBJECTIVE IV: PROVIDE SPECIALLY DESIGNED ACTIVITIES WHICH WILL INCREASE THE MIGRANT CHILD'S SOCIAL GROWTH, POSITIVE SELF-CONCEPT AND GROUP INTERACTION SKILLS.

All projects were flexible in developing activities to promote social growth, self-concept and inter-action skills. Many activities were involved in the preparing of foods, such as planning meals, food selection, preparation and eating together in groups. Using materials in real-life situations; such as table manners and learning how to use eating utensils, helped make this experience a part of everyday living. Tolerance, respect and appreciation for others were promoted by the study of art, music, dances and folkways

of other cultures. This knowledge of others fostered a sense of responsibility to self and to the group. Even though most of the above was achieved by all projects, efforts should be continually made to upgrade this goal.

OBJECTIVE V: PROVIDE PROGRAMS THAT WILL IMPROVE SKILL, PRE-VOCATIONAL ORIENTATION AND VOCATIONAL SKILL TRAINING FOR OLDER MIGRANT CHILDREN.

Most projects were weak in fulfilling this goal. Lack of facilities, age of children and lack of trained personnel were given as causes for failing to meet this criteria. Some projects met this objective by improvising materials and using make-shift facilities. Career information was limited due to the lack of library facilities and general career materials. All programs sponsored field trips to acquaint pupils with different kinds of work. Efforts should be made to fulfill the intent of this goal by providing vocational orientation and training for the migrant child.

OBJECTIVE VI: IMPLEMENT PROGRAMS, UTILIZING EVERY AVAILABLE FEDERAL, STATE AND LOCAL RESOURCE THROUGH COORDINATED FUNDING, IN ORDER TO IMPROVE MUTUAL UNDERSTANDING AND APPRECIATION OF CULTURAL DIFFERENCES AMONG CHILDREN

In developing the project application, many directors involved related agencies in the planning. A number of the agencies coordinated their services with the migrant program. The Department of Health and the Department of Public Welfare were called on most frequently. The Department of Education's expertise was utilized in the planning and supervising of programs. In planning programs for 1975, the Department of Environmental Resources should be involved to a greater degree, as it is responsible for the housing and needs of the migrants.

OBJECITVE VII: DEVELOP IN EACH PROGRAM A COMPONENT OF INTRA-STATE AND INTER-STATE COMMUNICATIONS FOR EXCHANGE OF STUDENT RECORDS, METHODS, CONCEPTS AND MATERIALS TO ASSURE THAT SEQUENCE AND CONTINUITY WILL BE AN INHERENT PART OF THE MIGRANT CHILD'S TOTAL EDUCATIONAL PROGRAM.

It is difficult to arrive at a summary for this goal, as another agency was partially responsible for the information. All projects endeavored to cooperate with the agency involved in the Migrant Student Record Transfer System, but delays and lack of personnel prevented this aspect of the program from being fully implemented. Intra-state and five-year migrant records were utilized to a greater degree than the inter-state records. More concern must be shown in the development of a system which will better use transfer records. Records have been received but too late for the summer programs.

OBJECTIVE VIII: DEVELOP COMMUNICATIONS INVOLVING THE SCHOOL, THE COMMUNITY AND ITS AVAILABLE AGENCIES AND THE TARGET GROUP TO INSURE COORDINATION OF ALL AVAILABLE RESOURCES FOR THE BENEFIT OF MIGRANT CHILDREN.

In an evaluation of this goal, no project received a 100 per cent rating in meeting all of the criteria. Many projects used the community services of

such agencies as police departments, fire departments and churches. A lesser number received assistance from service clubs, town councils, etc.

All programs attempted to involve parents in some activity, and for the most part, participation was good. Very few offered instruction for parents, but those implemented were greeted with enthusiasm.

It is recommended that communications components be incorporated into future programs to emphasize day-to-day experiences such as buying and preparing food and the handling of emergencies.

OBJECTIVE IX: PROVIDE FOR THE MIGRANT CHILD'S PHYSICAL AND MENTAL WELL-BEING BY INCLUDING DENTAL, MEDICAL, NUTRITIONAL AND PSYCHOLOGICAL SERVICES.

Those who had an opportunity to visit the migrant projects at meal time noted the excellent nutrition programs. All offered Class A lunches and many provided breakfast and a snack. The majority of children received clothing if it was needed. Food handling and cleanliness was stressed.

Some form of health service was made available in all projects, with the greatest emphasis on dental services, physical examinations and eye tests. In several programs sickle cell tests were administered. Great improvement has taken place in 1974 due to dedication of staff and greater availability of services from concerned agencies.

OBJECTIVE X: PROVIDE A PROGRAM OF HOME-SCHOOL COORDINATION WHICH ESTABLISHES RELATIONSHIPS BETWEEN THE PROJECT STAFF AND THE CLIENTELE SERVED IN ORDER TO IMPROVE THE EFFECTIVENESS OF MIGRANT PROGRAMS AND THE PROCESS OF PARENTAL REINFORCEMENT OF STUDENT EFFORT.

Home-school coordination was evident in all projects through the efforts of home-school visitors, directors, instructors or social caseworkers. Many programs involved teachers making home visitations to establish personal contact with the parents. Over half of the projects conducted programs in which parents could participate and experience first-hand what their children were doing. In many instances, parents were involved in helping with program activities, therefore becoming personally committed to their children's learning experiences.

Open house programs, parents' nights, rummage sales, recreational activities and adult classes provide an opportunity for parents to interact with personnel, community workers, organizations and the migrant community. It is recommended that greater efforts be made to involve parents in overall planning and assessments of needs as well as participation in various activities. Most projects have made sincere attempts to accomplish this and should continue to pursue this involvement, either directly or indirectly.

OBJECTIVE XI: INCREASE STAFF'S SELF-AWARENESS OF THEIR PERSONAL BIASES AND POSSIBLE PREJUDICES AND UPGRADE THEIR SKILLS FOR TEACHING MIGRANT CHILDREN BY CONDUCTING IN-SERVICE AND PRE-SERVICE WORKSHOPS.

In meeting this goal, the program monitors rated all programs 100 per cent in all of the criteria. All teachers and aides were given in-service

training to include, to some degree, experiences designed to increase awareness and sensitivity to the migrant community. Programs included recognizing emotional problems, values, culture and social-economic problems. All teachers showed a great concern and awareness toward the children, participating comfortably, effectively and democratically, and exhibiting empathy for the migrant student. All were certified and selected on the basis of being capable of meeting the needs of their particular program.

A bilingual specialist employed by Pennsylvania Department of Education conducted workshops in most of the projects. This help was very well received. It was relevant to the needs of the Spanish-speaking children. Reading is Fundamental was also a part of all programs. In this program the children selected books to keep. It is hoped that this procedure will encourage more reading and give migrant children pride in having their own books.

PART IV

WEEKLY EVALUATION FORMS FOR 1974

Evaluation of 1974 Migrant Programs

The assistant coordinator of migrant education, assisted by four others, monitored the 10 migrant summer projects for 1974. The monitors made weekly visits to all programs and the assistant coordinator visited all projects at least once.

The state coordinator and personnel from the Migrant Division of Health, Education and Welfare, Washington, D.C., visited several projects to ascertain the quality of the curriculum and of the administration at the state and local levels.

The evaluation was based on the criteria of the publication ESEA Title I Migrant Program by the Pennsylvania Department of Education. Weekly reports found in the following pages were sent to the assistant coordinator. During the fourth week visit, the monitors completed the compliance list and aided the directors in completing the statistical report found in the criteria. After all reports were received, the assistant coordinator prepared the report for this publication.

FIRST WEEK SPECIFIC DATA REQUEST

PROJECT NAME: _____

MONITOR'S NAME: _____

DATE OF VISIT: _____

Starting Date of Program? _____

Has the school received our enrollment forms? _____

How many children are attending the project? _____

Has the school sent or phoned in any enrollments to the Terminal Operator? _____

In addition to our purpose for the enrollment sheet, has the form been adequate for school needs? _____

Have the school users commented on the forms? _____

Pros or cons _____

_____

Have Spanish-speaking parents also signed a permission form in Spanish?

_____

From information you have gathered, what type of in-service was held?

_____

_____

_____

How is the food situation? Breakfast? Lunch? Snack? _____

_____

_____

Are any field trips on the agenda for next week? _____

_____

_____

Note: Feel free to supply any additional information to this report or hold off on any items until the following week.

SECOND WEEK SPECIFIC DATA REQUEST

PROJECT NAME: _____

MONITOR'S NAME: _____

DATE OF VISIT: _____

CHILDREN EXPECTED: _____ CHILDREN ENROLLED: _____

Answer whichever of the following two questions apply to your project.

How are the children grouped for instruction? _____

_____

How is grade placement determined? _____

_____

What type staff meeting is held? _____

How often? _____

From what you can gather informally, how effective are such meetings in solving problems and evaluating progress? _____

_____

If any, how many non-public school participants are there in the project?

_____

What type of dissemination was used prior to the beginning of the project?

_____

During the operation of project thus far? _____

Are there plans for future publicity? _____

Regarding community involvement in what ways are the parents presently involved in the project? _____

_____

_____

What activities are planned for the future that will involve the parents?

_____

_____

THIRD WEEK SPECIFIC DATA REQUEST

PROJECT NAME: _____

MONITOR'S NAME: _____

DATE OF VISIT: _____

Is a program in industrial arts being offered? If so, describe._____

_____

_____

Is a program in home economics being offered? If so, describe._____

_____

_____

Are there any handicapped children in the program and what provisions are made for them?_____

_____

Was any type of construction done involving project funds?_____

_____

Was any equipment purchased?_____

Do the children remain for the fall term and attend local schools?____

_____

Are the records of these children made available to the summer school?

_____

How many teachers are employed?_____

How many teacher aides are employed?_____

What duties do the aides perform?_____

_____

_____

Are there any adult and/or teenage volunteers from the community?_____

_____

What organizations, if any, do they represent? (e.g., Red Cross, Church, etc.)_____

Is a social worker or counselor employed?_____

Are there any new programs being offered (e.g., Drug and Smoking Ed., Industrial Arts?_____

FIFTH WEEK

COMPLIANCE CHECKLIST FOR MIGRANT EDUCATIONAL PROGRAMS

NAME OF PROJECT: _____

DIRECTOR: _____

(Please check the appropriate space for each compliance item.)

1. The priority needs of educationally deprived migrant children were determined in consultation with teachers, parents, private school authorities and representatives of other agencies which have a genuine and continuing interest in such children. The evidence of need and the basis for the assignment of priorities has been documented.
YES_____ NO_____

2. The Migrant Educational Program was planned as an integral part of a comprehensive compensatory educational program involving the coordinated use of resources from other programs and agencies.
YES_____ NO_____

3. Consideration has been given to the relationship of the Migrant Educational Program to the regular school program and to the possibility of modifying the regular school program so as to provide a better base for the addition of supplementary compensatory educational services.
YES_____ NO_____

4. The application shows that the Migrant Educational Program is based on a consideration of relative needs of children at all ages and grade levels and is designed to meet a limited number of high priority needs which cannot be met through the regular school program or other programs.
YES_____ NO_____

5. The Migrant Educational Program is based on clearly stated objectives and desired outcomes and if executed as planned will very likely result in reduction of educational deficiency.
YES_____ NO_____

6. Eligible Migrant Children enrolled in private schools will have genuine opportunities to participate in the program. The needs of private school children will be met with services that are comparable in scope and quality to those provided to public school children.
YES_____ NO_____

7. Services will be programmed so that they will be concentrated on the eligible migrant children.
YES_____ NO_____

8. The proposed staffing pattern is appropriate for the activities and services to be provided.
YES_____ NO_____

9. In-service training will be geared specifically to the requirements of the Migrant Educational Program and the needs of the staff.
YES_____ NO_____

10. Specific provision has been made for professional staff members and education aides assigned to assist them to participate together in coordinated training programs.
YES_____ NO_____

11. The Migrant Educational Program includes appropriate activities or services in which parents will be involved.
YES_____ NO_____

12. Activities or services for the migrant children will be offered at locations where the children can best be served.
YES_____ NO_____

13. Expenditures for equipment will be limited to the minimum required to implement approved activities or services.
YES_____ NO_____

14. The Migrant Educational Program includes provisions for the dissemination of information to teachers and administrators for their use in planning and conducting projects.
YES_____ NO_____

15. The Migrant Educational Program and the regular school program have been planned and budgeted to assure that Federal Funds will supplement and not supplant State or local funds and that State and local funds will be used to provide services in the project areas that are comparable to the services provided in non-project areas.
YES_____ NO_____

FIFTH WEEK SPECIFIC DATA REQUEST

PROJECT NAME: _____

MONITOR'S NAME: _____

DATE OF VISIT: _____

What is the attendance today? _____

Has the attendance been generally good? _____

What is the teacher-pupil ratio? _____

Is there any integration with Title I programs? _____

If yes, explain. _____

How were the children recruited and identified as migrants? _____

_____

_____

By now, all enrollments positively absolutely should have been sent to Harrisburg. If not, what is the explanation? _____

_____

_____

If the enrollments have been sent, has the school received the green MSRT sheets for the kids? _____

Have the records been accurate? _____

Does the school have one copy on file? _____

Has the nurse received one copy? _____

Has the teacher received a copy? _____

How would you rate the program's effectiveness as the final days of the project are approaching? _____

_____

_____

_____

0055

SIXTH WEEK SPECIFIC DATA REQUEST

PROJECT NAME: _____

MONITOR'S NAME: _____

DATE OF VISIT: _____

Is there any coordination with other programs?_____

e.g., Neighborhood Youth Corps
Medicare
Public Assistance
Title VII - Bilingual Education
Pennsylvania Department of Health
Federal Lunch Program
Day Care
Department of Welfare
Visiting Nurses (County)

Is there cooperation with the local schools if children go on to attend the fall session in the district?_____

_____

How have the parents been involved?_____

_____

What organizations from the community offer assistance?_____

_____

What are the program's strong points?_____

_____

_____

What are the program's weak points?_____

_____

_____

What recommendations would you make for the future?_____

_____

_____

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READING IS FUNDAMENTAL PROGRAM

BY

Nydia Flores

ESL/Migrant Specialist

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INTRODUCTION

The migrant programs of Pennsylvania had their first Reading is Fundamental Program this year.

The Reading is Fundamental Program, better known as RIF, gave children access to a wide variety of books which they could own and choose personally.

As in other programs, its inception had its faults; however, perhaps with more time and some adjustments, this statewide program should improve.

OBJECTIVES

The objectives stressed during the first RIF in-service were that:

1. Children sense the concept of ownership of books.
2. Children have the freedom of choice or self-selection.
3. Children improve their reading and their attitudes toward books.

Through questionnaires and observations, it was learned the majority of these programs fulfilled the objectives.

In order to accomplish the first objective, that of ownership, many teachers had their children label their books with their names. There were instances in which writing activities with the book proved to that child that the book was his. The fact that the child could carry a book home and bring it back if he wanted to contributed to the sense of ownership, possession and authority in many cases.

The second objective - that of self-selection - was accomplished in various forms.

a. Teachers set up displays of several books at a time on shelves during particular class hours.
b. Teachers guided the students as they selected the books in reference to content and level.
c. Teachers in few instances set up "RIF Day" in which each child was prepared, oriented and properly motivated prior to entering the room where the display was set.

The third objective - that of improving reading and improving attitudes towards reading - was accomplished in various ways.

a. Some teachers had a story telling time which motivated the children to read and share books.
b. Tapes were made that guides the student as he/she read his/her story and made it relevant to his/her situation.
c. Individual tutors were assigned to some students who had specific reading problems.

BOOK DISTRIBUTION

The majority of programs received their order of RIF books during the first week (in-service day).

Each program conducted a book distribution activity. Several guidelines for distribution were discussed prior to each distribution.

Some programs conducted an outstanding RIF day in which the teachers had an hour to build children's enthusiasm, give advice on how to select a book and even record the titles and types of books each child was selecting.

Certain programs used the books as classroom supplementary material prior to distribution so that each child could relate to a given book and be well prepared to make the proper choice of the book he/she wanted.

Several programs pressed by time merely gave books away without any special activity. In the future, a RIF in-service might be tailored to these programs' needs.

BOOK EVALUATION

The responses to the books ordered were varied. Many children found a variety of books with themes they liked. In many cases, however, the improper reading level was the problem that made a child reject a book.

None of the books was oriented to ESL (English As a Second Language). Several had high reading levels, uncontrolled vocabulary, idiomatic expressions, etc.

Several books were bilingual, which in many cases permitted children for the first time to see their home language in a written form.

ACCOMPLISHMENTS

Aside from RIF objectives, two other bonuses from the RIF program were:

a. Some teachers and students were able to learn Spanish through easy-readers or dictionaries.
b. Some children improved their vocabularly and reading as a result of the RIF program.

FUTURE PLANNING

The objectives will be extended to not only self-selection and possession but to:

a. Involving a community.
b. Establishing a RIF person or liaison who will be able to plan the RIF day displays in his/her school and work closely with the Spanish migrant specialist.
c. Providing a physical environment or atmosphere in which children can enjoy reading - not only at home - but in class.
d. Exposing children to the same variety but with easier reading levels.
e. Exposing children to sharing books in their RIF mini-library or within their RIF day.
f. Exposing children to more culture-content books -- Hispanic, black and Anglo to bridge cultural gaps.

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A P P E N D I X

The items in this section are examples of some of the publications of the projects. Many other articles were not included due to reproduction difficulties.

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LINCOLN INTERMEDIATE UNIT #12

WORKSHOP AGENDA

Monday - June 24, 1975

9:30 a.m. - Introductions

Mr. Parker C. Cobel, Adams County Project Director
Mr. Robert Morris, Franklin County Project Director

9:45 a.m. - Welcome

Mr. Hobart E. Benchoff, Principal
Franklin Township Elementary

9:55 a.m. - Greetings and Program Mechanics

Mr. George B. Inskip
Federal Program Specialist
Lincoln Intermediate Unit #12

10:30 a.m. - Coffee Break

10:45 a.m. - "Role of Pennsylvania in Migrant Education"

Mr. Joseph E. Dunn
Coordinator of Migrant Education Programs
Pennsylvania Department of Education

11:40 a.m. - Relationship of Resource Personnel to Program

Mr. George B. Inskip
Mr. Parker C. Cobel

12:00 noon - Lunch - Franklin Township Elementary Cafeteria

1:00 p.m. - Introduction of Workshop Consultant

Mr. Parker C. Cobel

1:10 p.m. - Testing Procedures for Migrant Children

Mrs. Orva Webb, Migrant Project Director
Central Susquehanna Intermediate Unit #16

2:15 p.m. - Coffee Break

2:30 p.m. - Testing Procedures for Migrant Children

Mrs. Orva Webb

3:30 p.m. - Adjournment

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Tuesday - June 25, 1974

9:30 a.m. - Testing Procedures for Migrant Children

Mrs. Orva Webb

10:30 a.m. - Coffee Break

10:45 a.m. - Continuation of Testing Procedures

12:00 noon - Lunch - Franklin Township Elementary School

1:00 p.m. - Continuation of Testing Procedures

2:15 p.m. - Coffee Break

2:30 p.m. - Continuation of Testing Procedures

3:30 p.m. - Adjourn

Wednesday - June 26, 1974

9:30 a.m. - Introduction of Workshop Consultant

Mr. Robert Morris

9:40 a.m. - Bilingual Education

Ms. Caroline W. Ebel, Project Director
Bilingual/ESL Educational Materials Reference Center
Lancaster-Lebanon Intermediate Unit #13

10:30 a.m. - Coffee Break

10:45 a.m. - Continuation of Bilingual Education

12:00 noon - Lunch - Franklin Township Elementary School

1:00 p.m. - Continuation of Bilingual Education

2:15 p.m. - Coffee Break

2:30 p.m. - Continuation of Bilingual Education

3:30 p.m. - Adjournment

Thursday - June 27, 1975

9:30 a.m. - Migrant Programs/Agency Meeting (Representatives of all programs or agencies that offer services to the migrant family in Adams, Franklin, and York Counties)

Mr. Parker C. Cobel, Discussion Leader

10:30 a.m. - Coffee Break

10:45 a.m. - Program Meeting Continued

12:00 noon - Lunch - Franklin Township Elementary Cafeteria

1:00 p.m. - Program Mechanics and Classroom Preparation

3:30 p.m. - Adjournment

Workshop Notes:

ABINGTON HEIGHTS SCHOOL DISTRICT
CLARKS SUMMIT, PENNSYLVANIA

MIGRANT PROGRAM - SUMMER 1974

I. Overall General Objectives

To enable the migrant child to take his/her proper place in society by providing necessary skills and experience.

To provide continuity in the child's education.

To motivate interest and enthusiasm towards education which will help each child to develop to his/her full potential.

To broaden the child's educational experiences through field trips and other cultural activities.

To promote good health through a physical education improvement program.

To provide specialized language instruction for Spanish-speaking children.

To stimulate desire for regular school attendance.

To provide the essential food, clothing and medical services necessary for good health.

II. Socialization

To develop a student's healthy self-concept.

To develop a sense of pride in their cultural heritage.

To develop a tolerance towards other cultures, nationalities and races.

To develop a more positive attitude towards school.

To develop an awareness of the part migrants play in the functioning of society.

To develop trust in institutions which offer aid to the migrant individual.

To develop awareness of the privileges and responsibilities of citizenship.

To develop self-confidence.

III. Physical Education

To develop a positive self-image in physical activities.

To provide experiences in team and individual physical activities.

To develop a knowledge of safety practices to be followed in physical activities.

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To develop a sense of good sportsmanship.

To explore the world of movement thus becoming more aware of body movements.

IV. Health

To develop an understanding of practical nutrition.

To provide nutritional food for children.

To provide the necessary medical care.

To provide a practical personal hygiene program.

To stress the importance of a proper balance among rest, relaxation and work.

To develop a practical understanding of simple first aid measures.

V. Academic

To develop functional math skills and language arts skills.

To provide continuity of educational programs for students moving in the migrant streams.

VI. Recreation

To provide beneficial and enjoyable activities for migrant teenagers and adults.

VII. Home Economics

Purpose of Program: To provide practical learning experiences in the subject area of foods and nutrition and at the same time develop a basic understanding of foods in relation to the health and growth of the human body.

Evaluates own food habits and factors influencing them.

Is aware of the relationship between food we eat and how we grow it.

To be able to identify various eating habits of individuals reflecting family traditions and community influence.

Is able to share in the planning, preparation and service of foods while working with others, and create an enjoyable mealtime experience.

To recognize the relevance of the activities carried on in the home arts to their whole life.

RESPONSIBILITY AND PERMISSION CARD

I hereby give my consent for _____ to be taken from his/her camp or home by a staff member when I am not present. I also give my consent for the above named child to be taken by a staff member to the hospital or doctor for emergency care, health examinations, immunizations and field trips, etc. under the supervision of his/her instructor or staff member, and relieve the school and staff of any and all liabilities.

Parent or Responsible Adult_____

Address_____

Date_____

TARJETA DE PERMISO Y RESPONSABILIDAD

Por la presente consiento a que _____ sea llevado por un funcionario authoricado del campamento o su casa en mi ausencia. También consiento a que el menor arriba mencionado sea llevado por un funcionario al hospital o a un doctor en caso de emergencia, examen fisico, vacunas y viajes de jiras al campo, ba jo la supervisión de su instructor o functionario, exonerando a la escucla y al funcionario de deudas.

Padre o persona responsable_____

Dirección_____

Fecha_____

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PROGRAM EFFECTIVENESS

1973 - 1974

GOALS OF MIGRANT EDUCATION

		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	Average Effectiveness by Programs:
Abington Heights S.D.	1973	100	100	80	70	N/A	40	100	70	80	50	100	76.5
	1974	100	100	100	100	89	100	100	88	91	76	100	95.0
Centennial S.D.	1973	100	100	90	70	70	20	100	60	60	80	90	76.3
	1974	100	100	100	100	100	80	80	85	85	85	100	92.0
Central Susquehanna I.U.	1973	100	100	100	100	100	90	100	100	100	80	100	97.2
	1974	95	100	100	100	90	100	100	60	100	88	60	90.2
Chester County I.U.	1973	90	100	100	100	100	N/A	100	80	100	90	100	96.0
	1974	100	100	94	92	80	50	100	90	100	90	100	90.6
Lincoln I.U. (Adams Co.)	1973	90	100	100	90	80	100	100	80	100	100	100	94.5
	1974	96	95	95	96	90	100	100	88	100	71	100	93.7
Lincoln I.U. (Franklin Co.)	1973	90	100	90	60	90	80	100	60	80	40	100	76.5
	1974	96	96	94	96	96	100	100	88	100	88	100	95.8
Millersville State College	1973	100	100	100	90	90	40	100	80	100	90	100	90.0
	1974	100	100	95	100	75	40	100	85	100	100	100	90.5
Montgomery I.U. (Cheyney St.)	1973	70	100	80	50	0	0	100	10	50	50	90	54.5
	1974	100	100	80	60	30	60	100	50	80	80	100	76.4
Moravian College	1973	90	100	90	100	N/A	70	100	100	100	80	100	92.0
	1974	98	100	100	100	75	95	100	95	100	80	100	95.0
Average Effectiveness by Goal	1973	90%	100%	92%	79.5%	70%	60	100	62.5	85	70	95	81.8
	1974	98.3%	99%	95.3%	93.7%	85.5%	80.5	98	81	95	84	95.5	91.4
1974 Increase or Decrease		+8.3	-1	+3.3	+14.2	+15.5	+20.5	-2	+18.5	+10	+14	+.5	+9.6

The percentages attached to each Goal Statement are derived from an average of all items observed by the assigned monitors. These items are expressed as yes or no statements.